**Lesson Plan Format**

**Teacher Candidate: Maggie Faria Grade Level: 8 Date of lesson: November 2014**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

\*\*There are 3 different content standards 8ss6-8 that say the same thing but for different regions (East, South, west). Do I need to include each individual region’s content standard and component?

8SS6: Students analyze the divergent paths of the American people from 1800 to the mid-l800s and the challenges they faced, with emphasis on the Northeast.

Component:

8SS6.a: Discuss the influence of industrialization and technological developments on the regions, including human modification of the landscape and how physical geography shaped human actions.

8E1a: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around the word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Average 8th grade class, has varied learning abilities and styles. Have prior knowledge of U.S. history from the founding of the country through the Industrial Revolution.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will use various texts to explore vocabulary and ideas connected to the construction and completion of the transcontinental railroad.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

The assessments for this lesson will be both informal performance and informal formative. The in class discussion and vocabulary graphic organizer will be performance and the “History is Me” will be formative. This is an introductory lesson for collecting information about what the students know and what they are interested in.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Multiple copies of *Locomotive* by Brian Floca, “Four Square” graphic organizers with vocabulary list, Dictionary or Textbook, “History is Me” journal

**Teaching Model/Strategy**: Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Direct instruction: Students will be given all the information they will need to know in order to understand later projects. This helps student build a base of knowledge which they will be able to work from during later inquiry based activities.

I do, we do, you do: Teacher will show class how to complete a four square and model how to look up the definition of a word and its antonym if it’s hard to think of one. The class with then do this process together until it is understood then complete the worksheet on their own. This helps refresh student’s research skills and informs them explicitly of what is expected in their work.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Teacher will read aloud *Locomotive* by Brian Floca. After the story the students and teacher will engage in a discussion about what it took to create a railroad that extended from one coast to the other. During the discussion the students will help fill in the first 2 sections of a KWL chart and give a brief description of their upcoming project: an illustrated book or animated episode about the transcontinental railroad.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Teacher will display the vocabulary list for the upcoming unit. Teacher will inform the students that for the next activity we will be doing Four Square. They will have worksheets to use but as a starting example the teacher will draw four squares on the board. Using the word Railroad the teacher will place the word in one box, define it in the second, make a personal connection with the word in the third, and in the final box write the opposite of what the word means. Check to see if students understand the process.

Pass out work sheets to all of the students. As a class students will choose one word that no one is familiar with and fill out the four squares. Check one last time for understanding and let students work in seat pairs or individuals.

When students are finished they will break into self-chosen reading groups to read the section in their history books. The reading groups are grouped by reading style those who prefer silent reading, those who like to popcorn read, and those who like to follow along while hearing someone read.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students are going to finish this lesson with some reflection and a little anticipation. As an entire class the will work to finish the KWL chart and then they will write in their “History is Me” journal: 1 thing they knew, 1 thing they learned, 1 thing they want to know more about, and 2 ideas for their project.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Student 1 | ADHD  Has IEP, has problems controlling body movement in class, overly talkative | If Student 1 is willing I would like to have them read the story or help me read, would most likely enjoy making the sounds for the story. |
| Student 2 | ELL  Just joined class after spending first 8 years of school career in Japanese schools | Provide a personal copy of *Locomotive* for student to follow along with, have a reading buddy to help with any problems understanding the use onomatopoeia in the story. |
| Student 3 | No identified instructional need. Has poor handwriting and is slow when doing it. Have witnessed examples of delayed or poor motor skills from student. | Can use the computer to complete the entire worksheet –or- will complete 5 out of the 8 required sections of the worksheet in perfect handwriting. |